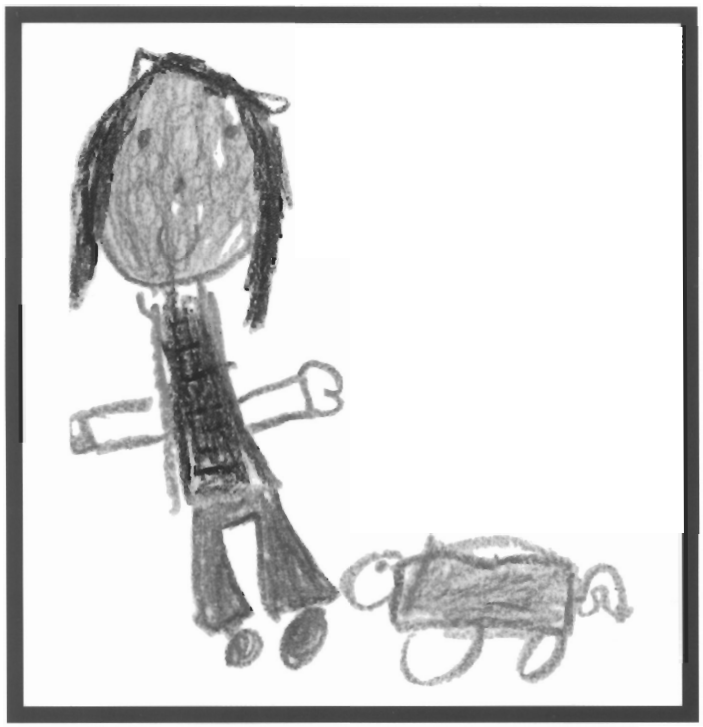
The Work Sampling System®

South Carolina Readiness Assessment

Kindergarten and First Grade Developmental Guidelines



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The Work Sampling System®
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Portions of these materials are adapted from the Kindergarten and First Grade Developmental Guidelines of the Work Sampling System.® Authors of the Guidelines are Dorothea B. Marsden, Samuel J. Meisels, Judy R. Jablon, and Margo L. Dichtelmiller.

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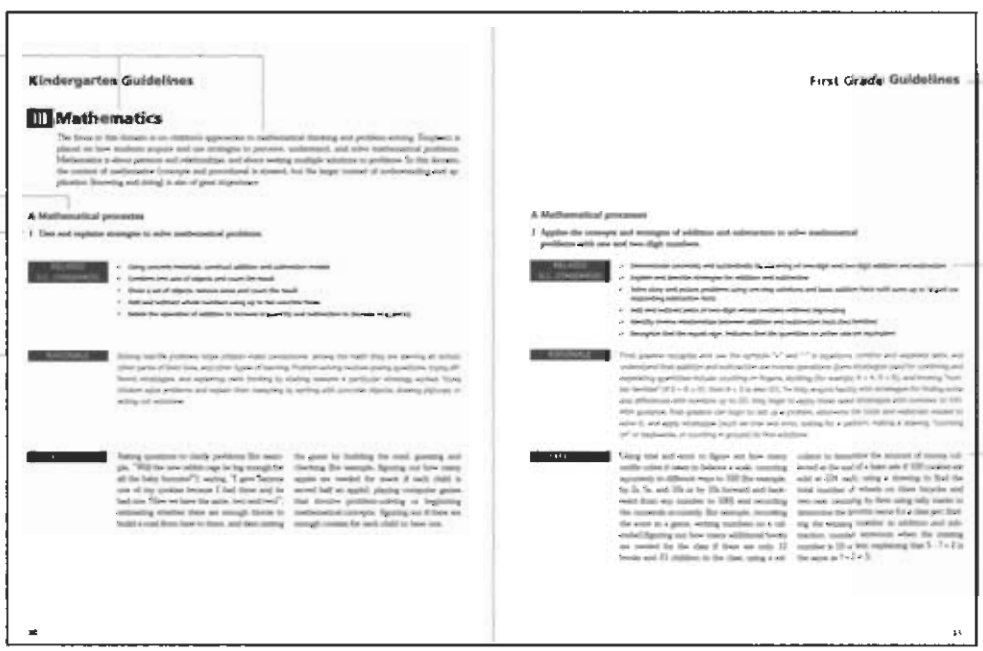
Introduction

The South Carolina Readiness Assessment (SCRA) is a performance assessment for kindergarten and first grade students. It is based on The Work Sampling System (WSS), an assessment designed to reflect national standards of curriculum development and currently being used in thousands of preschool through 5th grade classrooms across the nation. Performance assessment means that children are evaluated by their classroom teachers using actual classroom experiences and activities. The focus of this assessment is to help teachers make instructional decisions and improve the learning process for all students.

In this document, the *South Carolina Readiness Assessment Kindergarten and First Grade Developmental Guidelines*, the state standards for the domains of English Language Arts and Mathematics at the kindergarten and first grade levels have been embedded into the Work Sampling Guidelines. The domain of Personal and Social Development is based solely on WSS's 4th edition, as no South Carolina standards for this domain currently exist. Thus the language in these SCRA Developmental Guidelines reflects both the Work Sampling observational criteria and the South Carolina standards in the relative domains. The companion piece, the individual checklist, is filled out by the teacher for each student after continual observation, data collection, and comparisons to the descriptions for each indicator as found in the Guidelines. The Guidelines are criterion-referenced; thus, the student's work is compared to specific criteria in each domain, assuring that each student is working toward achievement of state curriculum standards.

The SCRA Developmental Guidelines includes both kindergarten and first grade levels. Each individual indicator is described on a two-page spread, as illustrated below.



The domain is identified, followed by a brief description.

Components are labeled with letters.

Performance indicators are listed numerically after component names. Indicator text matches the Checklist.

The rationale describes age/grade level expectations.

Left hand page contains Kindergarten guideline text; right hand page contains First Grade text.

Bulleted items are the related South Carolina standards.

Examples illustrate some ways children might demonstrate this indicator in daily classroom activities.

Checklist Ratings

Teachers using the SCRA will be observing the children in their classrooms and gathering samples of their work. At periodic intervals, the teacher compares those observations and samples to the grade level expectations as found in the Guidelines and enters ratings on the Checklist. Regular review of the Guidelines and Checklists will help teachers keep track of whether all curriculum goals are being addressed, and whether individual children are successfully achieving those goals.

Three ratings are used to assess the student's performance on each indicator to date:

- **Rarely or Never Demonstrates (skills or abilities related to this indicator)**
- **Sometimes Demonstrates (skills or abilities related to this indicator)**
- **Consistently Demonstrates (skills or abilities related to this indicator)**

When the checklists are filled out by the teacher, the following issues must be considered:

1 Number of Rating Periods: Two ratings are required per year for all kindergarten and first grade students: a performance to date (winter) rating and a year end performance. The checklist, however, indicates spaces for 4 ratings. This will allow each district to add one or two optional ratings. The required ratings are indicated on the checklist by the bolded print.

Some districts may choose to continue with three rating periods: fall, winter, and year-end. The benefit of this plan is that an initial rating for each student helps the teacher to note progress and significant achievement for the student, and also ensures that curriculum is aligned to state standards at the start of the school year. The district would establish its own timetable for fall rating completion.

Other districts may wish to align or incorporate SCRA with their quarterly report card system, and thus will require 4 ratings: fall, winter, spring, and year-end.

2 Point in Time: The checklist assesses the student's **performance to date**. For example, the mid-year assessments reflect the student's work for the first half of the year. Thus if a student has been successful in classroom tasks related to a particular indicator, even if the classroom tasks have not included all of the higher skills necessary for final success on the state standard, then that student would be marked as "Consistently Demonstrates" at that point in time. If the student has not always been successful in classroom tasks reflecting this indicator, he would receive the "Sometimes Demonstrates" rating. If the student has not shown any evidence, or only a little evidence of successful work, she would be rated "Rarely or Never Demonstrates." If the teacher has not introduced any classroom activities related to this particular indicator, and therefore the student has had no opportunity to demonstrate this skill or knowledge, that indicator would be left blank.

3 Amount of Evidence: In many cases, the indicator to be assessed includes several related skills, and several state standards may be grouped accordingly with that indicator. At the point in time when the ratings are made, and according to the curriculum currently in place in the classroom, **most** or a **majority of the standards related to this indicator must be demonstrated for the student to receive the highest rating**. The highest rating, therefore, may not reflect consistent successful demonstration of 100% of the listed state standards, but reflects that a majority of the state standards are being demonstrated and that, in the judgement of the teacher and according to the documentation gathered, the intent of the indicator as stated in the language of the rationale is being successfully demonstrated.

Questions and Answers

Q How much evidence do I need to collect for each indicator?

A There is no set requirement for the amount of documentation necessary. Obviously, teachers will collect evidence of student learning using a variety of methods, including (but not limited to) observational notes, rubrics, portfolios containing samples of student work, teacher-made checklists or other assessments, and memory. More evidence will probably be collected for certain students and for certain indicators. A good "rule of thumb" might be: What would be necessary in this student's file for another teacher to be able to make the ratings?

Q Do I need to turn over my files and observational notes to next year's teacher or to a new school/teacher if the student relocates?

A No. Your observation files and notes are your own. But please remember that these notes, if organized, could be extremely helpful to another teacher. Also, the student's portfolio, especially samples of writing and problem solving, could be included, along with your copy of the checklist, for the next teacher.

Q Is it possible for a student to receive a "Consistently Demonstrates" rating in the fall, but at year end to receive a "Sometimes Demonstrates" rating?

A Yes. Remember that each rating is based on student performance to date. For example, at the point that the rating is made in the fall, a first grade student might be consistently successful with what has been introduced in one-digit addition and subtraction and related story problems and thus receives the highest rating for Mathematics indicator A1. As the year progresses, this student may encounter difficulties with two-digit addition/subtraction. If, at the end of the year, these difficulties persist, then the student could receive a "Sometimes Demonstrates" rating for that indicator.

Q In the English Language Arts Domain, I notice that some of the South Carolina related standards start with the word "begin," some with the word "continue," and some with the word "demonstrate." Is there a difference that I need to consider as I make my ratings?

A Yes, there is a difference. "Demonstrate" indicates that the student consistently demonstrates understanding of the stated skills, concepts, and strategies. Students will need to independently use a majority or most of the listed skills in order to receive a top rating. "Begin" indicates that these skills are just being introduced and "continue" indicates that these skills are being worked on and practiced with teacher help. These "begin" and "continue" skills are listed as **curriculum reminders only** and are not meant to be included in your evaluation process.

South Carolina Readiness Assessment

Kindergarten and First Grade Developmental Guidelines

Kindergarten Guidelines

I Personal and Social Development

This domain emphasizes emotional and social competence. A teacher learns about children's emotional development-their sense of responsibility to themselves and others, how they feel about themselves and view themselves as learners-through ongoing observation, conversations with children, and information from family members. Teachers learn about children's social competence by interacting with them, observing their interactions with other adults and peers, and watching how they make decisions and solve social problems.

A Self concept

1 Demonstrates self-confidence.

RATIONALE

Self-awareness and positive self-image emerge through interactions with others and through experiences of being effective. Confident five year olds approach new tasks and situations enthusiastically, recognize and express emotions appropriately, and share information about themselves with others.

EXAMPLES

Rushing into the classroom on Monday to tell their teacher and friends about visiting the science museum over the weekend; acknowledging sadness about the loss of a pet; entering small groups confident they will be accepted after observing for a short time; providing a simple explanation about their disabilities to able-bodied children; expressing delight over their own very tall block structure and wanting others to like it, too; suggesting roles for themselves in dramatic play or the block corner.

2 Shows initiative and self-direction.

RATIONALE

Independence in thinking and action enables children to take responsibility for themselves. Most five year olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Children who choose familiar activities repeatedly and are hesitant to venture into new areas need help from adults in order to expand their independence.

EXAMPLES

Finding materials for projects (for example, glue to add their name card to a bar graph); eagerly selecting new activities during choice time, such as trying the carpentry table or the computer for the first time; assuming classroom chores without being asked (for example, sweeping sand from the floor, helping to clean up spilled juice); choosing to work on a social studies project because the activity interests them, rather than because friends are doing it; originating projects and working on them without extensive direction from the teacher.

A Self concept

1 Demonstrates self-confidence.

RATIONALE

Self-confidence grows through positive interactions with others and experiences of feeling competent. Most first graders have a "can do" attitude, show satisfaction and pride in their work, and express needs, wants, and feelings readily. Industrious and eager to try new experiences, they sometimes overestimate their abilities and need encouragement from an adult to overcome a challenge.

EXAMPLES

Choosing a friend with whom to work or play (for example, for partner reading, during choice time, or at recess); reading aloud from an unfamiliar book and feeling comfortable about making some mistakes; expressing pleasure, without boasting, when selected to work on a new project in the classroom; working or playing independently or with a friend without needing frequent adult support or approval; coping reasonably well when things do not work out exactly as planned (for example, attempting to build a robot using recycled materials and accepting that it doesn't look exactly like the one in the book); explaining a personal disability to a new child in the classroom.

2 Shows initiative and self-direction.

RATIONALE

Independence in thought and action is a sign of children's growing sense of personal responsibility. When provided with opportunities to do so, first graders want to make independent choices of materials, activities, and work/play partners. They can assume responsibility for routine tasks and carry them out with little or no assistance.

EXAMPLES

Introducing a new idea for a game during recess; thinking up a project and getting started on it without extensive teacher direction; volunteering to help a friend who is having difficulty thinking of a story idea; helping with extra clean-up responsibilities in the classroom; transporting personal belongings to and from school (for example, homework, backpacks, notes to family members); deciding to work on something else during choice time because others have already selected their first choice.

Kindergarten Guidelines

B Self control

1 Follows classroom rules and routines.

RATIONALE

Children who are successful within a group know and accept the rules established for that particular group. Five year olds are learning this skill and can be quite stubborn with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan their activities around the daily schedule.

EXAMPLES

Moving their name tags to the "In" column to show their attendance at school; remembering to wash hands before a cooking project; putting away a puzzle before starting another activity or shutting off the tape player before leaving the listening center; bringing a book with a torn page over to the book repair box; knowing that only three people can be at the computer at one time and writing their names on the waiting list to reserve a spot; recognizing that because it is almost time for snack, there is only enough time to build a small addition to their block structure.

2 Uses classroom materials purposefully and respectfully.

RATIONALE

One of the major challenges of school for five year olds is learning how to care for classroom materials. With some reminders, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them.

EXAMPLES

Hanging dress-up clothes on their proper hooks; asking for tape to repair a torn page in a book and sitting with the teacher while fixing it; using materials with intention, such as playing the piano with a song in mind, not just pounding; returning the disk to its box after working on the computer; using scissors appropriately for cutting and then putting them back in their assigned place; taking out the building blocks to create a structure rather than just emptying the shelves; using materials and equipment without breaking or destroying them.

3 Manages transitions and adapts to changes in routine.

RATIONALE

Adapting to and accepting changes in routine is an important skill if children are to function comfortably in school. Five year olds are anxious to establish order in their lives and prefer consistent routines. However, because change is also a part of growth, children need to acquire flexibility in order to deal with change. Five year olds are beginning to adjust to changes and learn that different situations call for different behaviors.

EXAMPLES

Going from home to school without anxiety; moving smoothly from one routine to another (for example, from activity period to clean-up, or from story time to getting ready to go home); remembering to whisper when visiting the library; going to music class and following the music teacher's rules about where to sit; greeting visitors who come into the classroom and then continuing with their work; anticipating the afternoon assembly with pleasure, even though it means they will miss gym class.

B Self control

1 Follows classroom rules and routines.

RATIONALE

Six year olds follow rules and routines best when they have helped shape them and when the rules are simple and consistent. They are beginning to understand and accept reasonable consequences for their behavior. Like five year olds, they can be stubborn with their peers, insisting on adherence to rules that even they sometimes forget.

EXAMPLES

Arriving in the morning and knowing what to do to begin the day's activities; following the daily schedule without continually asking "What happens next?"; locating and replacing personal belongings and classroom supplies; taking turns in group discussions; remembering the procedures for using the computer; cleaning up after work time and putting materials back in their proper place.

2 Uses materials purposefully and respectfully.

RATIONALE

Six year olds are learning to care for the property of others. After they have received direction on how to use materials appropriately, it is reasonable to expect they can do so with only a few reminders.

EXAMPLES

Using markers, crayons, and scissors, and then returning them to supply shelves or baskets when finished; locating a magnifier to look more closely at the butterfly's wings in order to add details to a drawing; borrowing colored pencils from another student and then returning them when finished; going to the math center to get the unifix cubes in order to solve a math problem; returning the computer disk to its proper location after finishing some work at the computer; washing paint brushes carefully before returning them to their container.

3 Manages transitions and adapts to new places and events.

RATIONALE

Adapting to or accepting changes in routine are important skills for children to acquire. Most first graders enjoy and rely on classroom routines and clearly defined procedures for transitions. With advance preparation, six year olds can adjust to changes in routines (for example, a change in schedule, a substitute teacher) or new situations and can adapt their behavior accordingly.

EXAMPLES

Moving from one activity to another with minimal teacher guidance (for example, putting away quiet reading books and lining up for music); leaving a task unfinished to be completed at another time (for example, setting their journals aside and returning to them after lunch); going to music class and following the music teacher's rules about where to sit and how to behave; asking about a change on the daily schedule posted in the classroom; accepting that gym time has been canceled and that classroom game time will replace it; taking on the classroom job of an absent child in addition to their own without complaint.

Kindergarten Guidelines

C Approaches to learning

1 Shows eagerness and curiosity as a learner.

RATIONALE

Five year olds are curious, active learners, excited about their environment and the wide variety of materials available to them in school. They enjoy using realistic props in dramatic play and experimenting with different artistic media. They are fascinated by audiovisual media and by technology and can become very insistent when they have strong ideas about what they want to do.

EXAMPLES

Showing interest in and asking questions about stories and events related by other children; using play and a variety of different media to process new ideas and represent knowledge; demonstrating the meaning of "sinking" and "floating" by acting out how the rubber duck floats and the paper clip sinks; asking how the caterpillar can live in the cocoon with no food or water; using a variety of art materials to depict their houses and yards; acting out how angry their own mother was when the car broke down while telling the story to the teacher.

2 Sustains attention to a task, persisting even after encountering difficulty.

RATIONALE

Five year olds can attend to open-ended tasks they have chosen for reasonably long periods of time (20-30 minutes). However, it is more difficult for them to concentrate on tasks they have not selected or activities that require skills beyond their current abilities. When engaged in challenging tasks, they may need encouragement to continue. They are beginning to understand that making mistakes is an important part of learning and acquiring new skills.

EXAMPLES

Watching the new class gerbil eat and play on the wheel in the cage for most of choice time; making several attempts at solving a problem (for example, trying different ways to attach tape when building a 3-D collage); continuing projects from one day to the next, such as working on a clay sculpture for several days or creating pictures for a storybook; counting the blocks with the teacher as she helps rearrange them to make it easier for the big truck to park in the block garage; remembering on a day-to-day basis to maintain long-term projects (such as watering seeds regularly, recording daily plant growth on a chart, reading the thermometer and recording temperatures regularly).

C Approaches to learning

1 Shows eagerness and curiosity as a learner.

RATIONALE

Because six year olds learn from direct experience, they are most likely to show interest and curiosity in learning experiences in which they have an active role. They demonstrate interest and curiosity in different ways, depending on their individual learning styles and previous experiences. Some children express themselves through art, construction, music, or dramatics, while others use words or actions.

EXAMPLES

Bringing in a book from home about a topic being discussed in school; contributing an anecdote to a class discussion based on something learned earlier; making puppets based on a story read by the teacher and carefully working to capture the details of each character; seeking more specific information about a subject (for example, looking in the class library for books about insects after going on a science walk to collect small creatures); demonstrating knowledge and interest about a specific topic (for example, by drawing detailed pictures and reading books about bats); repeating a science experiment from school at home with a parent.

2 Sustains attention to work over a period of time.

RATIONALE

Six year olds can attend to interesting tasks they have chosen for extended periods of time (30 minutes or longer). As they work on engaging projects and activities, they begin to understand that their work can not always be finished in one sitting, but can be completed at a later time. They are also learning that mistakes are part of learning and growing.

EXAMPLES

Drawing a detailed picture of the characters from a story and staying focused until the picture is completed; choosing to work on a jigsaw puzzle for several days in a row; extending work on a project over the course of several days (for example, constructing a boat, returning to it the next day and making a sea, and then adding fish to the sea on the third day); working diligently to master a computer game; putting away a story and returning to work on it the next day; returning repeatedly to the math center to work with tangrams in an effort to solve the problem of making a square; creating a dance routine with two friends and practicing it for a few days before showing it to the class.

Kindergarten Guidelines

C Approaches to learning

3 Approaches tasks with flexibility and inventiveness.

RATIONALE

Five year olds are learning how to approach tasks creatively and to attempt more than one way to solve a problem. Trial and error nurtures and encourages their creativity. Some children are reluctant to try new approaches because an unsuccessful outcome may be difficult to accept. After children have tried repeatedly to solve problems, it is important for them to know when and where to get help before they become frustrated.

EXAMPLES

Creating something new (for example, a pretend camera) by combining several familiar materials (for example, a milk carton and tape); asking for and accepting suggestions for alternate ways to build a tall tower that will remain standing; using table blocks and small vehicles and figures to explain to a friend how they get to school; communicating frustration in an acceptable way after failing to accomplish a task; using a drawing program on the computer to illustrate a story; using resources to spell words needed to write a sign; trying several ways of folding or cutting paper to make a kite or airplane; attempting several different ways to solve a problem (for example, trying to build a roof over a structure with different types of blocks).

D Interaction with others

1 Interacts easily with one or more children.

RATIONALE

Five year old children are beginning to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively. The meaning of friendship (What does having a friend mean? How does friendship work?) is very interesting to them. They have preferences about who they want to play with and are sometimes tentative about interacting with peers they do not know very well.

EXAMPLES

Playing cooperatively with a group of children during recess; following suggestions given by a friend about how to proceed in their play (for example, deciding to build a fire station with the large hollow blocks in response to a friend's suggestion); asking a friend politely to borrow the scissors and saying "thank you" when returning them; choosing to work with children who are new to the class; giving assistance to peers who are trying to solve a problem (helping to tie shoes or figuring out how to divide the Legos among three children); switching from being the cashier to being the customer so everyone gets a turn in the pretend grocery store.

C Approaches to learning

3 Approaches tasks with flexibility and inventiveness.

RATIONALE

First graders who are flexible and inventive can tackle problems with an open mind, try different approaches, and seek help when they reach an obstacle. Their inventiveness is often expressed through imaginative play.

EXAMPLES

Creating a new ending to a story and acting it out; coming up with a creative way to make a home for a hermit crab; making up a new verse to a favorite class song; using materials in new ways (using unifix cubes as weight units on a balance scale); inventing a math game using dice or playing cards; seeing themselves as problem solvers (for example, while working on a difficult project, calling out to others, "Hey! I've got a great idea."); mixing paint to create a greater variety of colors.

D Interaction with others

1 Interacts easily with peers.

RATIONALE

Knowing how to relate positively to peers and how to make friends is essential to children's sense of competence. Making friends and having a best friend are important to most first graders. They are eager to socialize with peers and often have strong preferences about those with whom they want to work and play.

EXAMPLES

Readily sitting with a group of children at the lunch or snack table; giving and receiving peer assistance during work times (for example, helping someone figure out how to spell a word); showing appreciation of other children by smiling, asking questions, or making positive comments during group time; suggesting that someone join a group in order to share the markers; participating comfortably with a small group of children working on a skit; working cooperatively with several children on a math task.

Kindergarten Guidelines

D Interaction with others

2 Interacts easily with familiar adults.

RATIONALE

Young children often have more experience talking and interacting with adults than with their peers. Five year olds who feel at ease with adults will show affection, respond to questions, initiate conversations, and follow directions given by familiar adults.

EXAMPLES

Greeting the teacher or other adults when arriving in the morning; expressing curiosity about a new adult in the classroom by asking questions about who he is or why he is there; relating events and anecdotes to the teacher with ease and comfort; following directions given by a parent volunteer about when to get off the bus during a field trip; interacting easily with other adults in the school, such as the custodian, the lunch room monitor, or the crossing guard.

3 Participates in the group life of the class.

RATIONALE

Five year olds show a sense of community by contributing ideas, taking responsibility for events in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. They can usually follow group expectations, especially if they have had previous school experience.

EXAMPLES

Taking part in group activities, such as circle, music, or story time; being part of the audience as well as an active participant in group events; pitching in to clean up the block area, even though they didn't work there today; following the rules for simple card games (Go Fish or Concentration) and guessing games (I Spy); hunting through toy containers to find the lost marker caps; offering to show a new classmate where they hang up coats; waiting for turns.

4 Shows empathy and caring for others.

RATIONALE

Learning to recognize the feelings of others is an important life skill. Although some children express care and understanding for others' feelings almost naturally, other children need guidance and support from teachers to acquire these skills.

EXAMPLES

Helping a friend find a lost toy; being concerned and wanting to help when a classmate falls and hurts her/himself; trying to help when a classmate's block structure has fallen; showing a new student around the room and telling her about center activities, rules and routines; sharing a friend's excitement about going to a baseball game; showing concern for a friend who has been excluded from a game or dramatic play; carrying something for a child who is using crutches; displaying concern about a friend's sister who is in the hospital.

D Interaction with others

2 Interacts easily with adults.

RATIONALE

At six, children are working toward greater independence from adults, but they want adults close by for approval and support. First graders who are at ease with adults will respond to questions, initiate conversations, and seek their assistance.

EXAMPLES

Telling the teacher about yesterday's family outing; taking directions from and conversing with a parent chaperone on a field trip to the apple orchard; greeting visitors to the class and showing them around; responding positively to the teacher assistant on the playground; participating in informal conversations with adults during snack time or lunch; responding appropriately to greetings from teachers or other adults when arriving in the morning; asking a question of the museum docent during a field trip.

3 Participates in the group life of the class.

RATIONALE

Six year olds are developing a sense of responsibility to others and beginning to understand how groups function and why groups need rules. They are learning to take turns, share, listen to others, and play games with rules. Although they voice concerns about fairness, they often want to be first, expect to win, and adjust the rules to meet their needs.

EXAMPLES

Listening and participating at a school assembly; listening to classmates' ideas during group discussions; making contributions to group efforts, such as making props for a class play; waiting for their turns in games that involve the whole class (games like "I am thinking of a number"); taking turns fairly in games played by several players; participating in games with rules that involve winning and losing with one or two other players (for example, bingo, Connect Four, checkers).

4 Shows empathy and caring for others.

RATIONALE

Learning to appreciate the concerns of others is an important life skill. Some children show caring and empathy for others easily, while others need adult and peer guidance to acquire these qualities. Many six year olds are still somewhat egocentric, so they are inconsistent about considering the viewpoints of others.

EXAMPLES

Staying inside at recess to keep a sick friend company; helping a peer rebuild a Lego structure that was knocked down; deciding to leave a game and play with a friend when the friend is unable to join the game; offering to assist a child with a disability who cannot reach something on an upper shelf; expressing concern for a child whose pet just died; helping a newcomer to the class get settled into routines; complimenting the work of others and offering constructive suggestions when asked.

Kindergarten Guidelines

E Social problem-solving

1 Seeks adult help and begins to use simple strategies to resolve conflicts.

RATIONALE

An initial step in conflict resolution is recognizing when there is a conflict and getting help to solve it. Communicating and using varied strategies to resolve conflicts (for example, "fair trades" or taking turns by mutual agreement) are emerging skills for five year olds. They still need adult support and modeling to use words to solve problems, suggest possible solutions, and participate in compromise.

EXAMPLES

Asking for help when a second child wants to use the same blocks; asking the teacher to set the timer so each person will know how long he or she can use the computer; negotiating with another child to divide the markers and determine how many each will use; settling a dispute with another child through negotiation, addressing their own rights as well as accommodating the other child's needs (for example, "I'll use the paste for these two pieces of paper and then give it to you"); using words suggested by an adult to settle conflicts; taking turns without pushing or other physical conflict; sharing without grabbing; using words to express feelings, such as, "I don't like it when you push me"; using and accepting compromise when intruded upon (for example, when a new child wants to enter a game already underway, making room for him or her during an appropriate break).

E Social problem-solving

1 Uses simple strategies to make social decisions and solve problems.

RATIONALE

Learning how to make constructive social decisions and resolve differences of opinion is an important and challenging task for children and requires extensive modeling and guidance from adults. For six year olds, using words to resolve conflicts and knowing when to ask for help (rather than reacting impulsively) is an indication of a child's developing skills.

EXAMPLES

Negotiating with another child, using words to express personal feelings; listening to another point of view and considering ways to compromise; discussing with two other children how to include a new member in their game; seeking teacher assistance when game participants cannot agree on the rules; dealing with feelings of anger by using the words suggested by an adult; seeking teacher advice about a problem with a friend and then using the strategy the teacher suggests; negotiating who will be first in line for the water fountain without being aggressive.

II English Language Arts

This domain organizes the language and literacy skills needed to understand and convey meaning into three components: Communication, Reading, and Writing. At this age, research skills are embedded into these three domains. Students acquire proficiency in this domain through extensive experience with language, print, and literature in a variety of contexts. Over time students learn to construct meaning, make connections to their own lives, and gradually begin to critically analyze and interpret what they hear, observe, and read. They begin to communicate effectively orally and in writing for different audiences and purposes.

A Communication

1 Gains meaning by listening.

RELATED S.C. STANDARDS

- Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.
- Demonstrate the ability to listen for meaning in conversations and discussions
- Demonstrate the ability to listen and respond to various types of literature read aloud
- Demonstrate the ability to identify characters and setting in a story read aloud
- Continue recalling details in texts read aloud
- Continue recognizing nonprint sources
- Continue asking and answering questions about texts read aloud
- Continue making connections between material from nonprint sources and his or her prior knowledge, other sources, and the world
- Continue organizing information on the basis of observation (R)*
- Continue organizing and classifying information by constructing categories (R)
- Begin summarizing conversations or discussions
- Begin listening for main ideas
- Begin making predictions about the content of what he or she views

RATIONALE

Young children are actively involved in learning about their world by watching and listening. At five years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos. They demonstrate their attentiveness through body language, eye contact, and active participation. They show their understanding by asking questions, making comments relevant to the topic, and reacting appropriately to what is heard.

EXAMPLES

Using information from a story about transportation to create a city in the block area; asking a question to clarify their understanding of a video about bears; indicating understanding during a group discussion by leaning forward, frowning, or smiling; recognizing the intent behind the words of peers (for example, accepting an apology given for causing an accident); understanding the message or story expressed in a book, audiotape or CD-ROM.

*(R) designated as Research Standards in the South Carolina English Language Arts Curriculum. Since the kindergarten and first grade levels have very few Research Standards, they are embedded into the components of Communication, Reading, and Writing where appropriate.

A Communication

1 Gains meaning by listening.

RELATED S.C. STANDARDS

- Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting
- Demonstrate the ability to listen for meaning in conversations and discussions
- Demonstrate the ability to listen and respond to various types of literature read aloud
- Demonstrate the ability to summarizing conversations or discussions
- Demonstrate the ability to make predictions about the content of stories read aloud
- Demonstrate the ability to listen for main ideas
- Demonstrate the ability to recognize nonprint sources
- Demonstrate the ability to make predictions about the content of what he or she views
- Demonstrate the ability to make connections between the content of nonprint sources and his or her prior knowledge, other sources, and the world
- Continue organizing information on the basis of observation (R)
- Begin participating in interviews and reading and writing conferences

RATIONALE

By listening, observing, and analyzing information critically, children gain understanding of the world around them. First graders are increasingly able to listen to stories read aloud, gain information, and hear directions and rules. They can listen for pleasure, information, and social interaction one-on-one, as well as in small or large groups. They can often sit for extended periods of time listening to a "good" story or presentation, but may squirm and fidget if asked to attend to something that does not immediately capture their interest.

EXAMPLES

Listening to a story read aloud and relating it to a personal experience; listening to a book read aloud and asking or answering a relevant question; listening critically as a peer retells the part of the book they heard yesterday and adding some details that she left out; demonstrating attentiveness and comprehension as a listener through body language or facial expressions (for example, nodding in agreement, laughing at a joke); retelling specific details after listening to a book on tape about how tadpoles become frogs; responding appropriately to a non-verbal cue to refocus or settle down; listening to music and describing their responses to it.

Kindergarten Guidelines

A Communication

2 Follows directions that involve a series of actions.

RELATED S.C. STANDARDS

- Demonstrate the ability to follow one and two-step oral directions

RATIONALE

Five year olds can follow two-step directions immediately after they hear them, but sometimes forget instructions over time or become distracted before they can complete a longer series of actions. The ability to focus and remember is important for school success.

EXAMPLES

Understanding teacher directions given to the class without needing to ask the teacher to repeat what to do; following a set of instructions without reminders (for example, going out to recess without forgetting any steps in the routine); leaving the classroom earlier than other children to deliver a message to the school secretary and then meeting the class at the door to the playground; remembering instructions given earlier (for example, going to the circle area today after snack, rather than the quiet reading area as usual); relating a set of instructions to a classmate.

3 Speaks clearly and conveys ideas effectively.

RELATED S.C. STANDARDS

- Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking
- Demonstrate the ability to give one-step oral directions
- Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns
- Continue responding in complete sentences
- Begin using Standard American English (SAE) in formal speaking situations and in the classroom
- Begin telling and retelling stories and events in logical order
- Begin using visual aids such as pictures to support and extend his or her meaning in oral presentations

RATIONALE

At five, most children's speech is easily understood by listeners. During kindergarten, children begin to understand how to express their ideas coherently in group discussions as well as in one-to-one conversations. They speak loudly enough to be heard by their listeners. Their sentences become longer and more complex as their language becomes richer and more detailed.

EXAMPLES

Retelling the morning events in more than short phrases; asking "how" and "why" questions in sentence form rather than by using only a word or two; initiating conversations with peers about what they did over the weekend; participating in conversations around the snack table or on the playground; speaking loudly enough to be heard by the group; relaying a message from the teacher to the school nurse.

A Communication

2 Follows multi-step directions.

RELATED S.C. STANDARDS

- Demonstrate the ability to follow one and two-step oral directions
- Begin following multi-step oral directions

RATIONALE

Six year olds can understand and follow three- to four-step oral directions. Because they often forget or become distracted before completing a set of instructions, gentle and frequent reminders enable them to follow through to completion.

EXAMPLES

Listening to someone give a series of related instructions and following them without a reminder; delivering a note from the teacher to the office and then waiting for an answer from the secretary before returning to the classroom; helping a classmate who did not hear or understand the directions by carefully repeating them; listening to a friend explain the directions for a game and then playing it with few reminders about what to do next; hearing the choices for work time, making a decision about what to do, and then following through with the choice; hearing the directions for a group project and restating them to a friend.

3 Speaks clearly and conveys ideas effectively.

RELATED S.C. STANDARDS

- Demonstrate the ability to recall details in texts read aloud
- Demonstrate the ability to ask and answer questions about texts read aloud
- Demonstrate the ability to use oral language for a variety of purposes
- Demonstrate the ability to use appropriate voice level, phrasing, sentence structure (syntax), and intonation when speaking
- Demonstrate the ability to give one and two-step oral directions
- Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns
- Demonstrate the ability to respond in complete sentences
- Demonstrate the ability to tell and retell stories and events in logical order
- Continue using Standard American English (SAE) in formal speaking situations and in the classroom
- Continue using visual aids such as pictures to support and extend his or her meaning in oral presentations

RATIONALE

When given numerous opportunities for exploratory conversations and discussions, most first graders can speak so others can understand them, adjusting volume and expression appropriately. They attempt to stay focused on a topic. With encouragement from a teacher, they can express ideas in complete sentences using simple and accurate syntax.

EXAMPLES

Speaking clearly and audibly when telling the class about something that happened over the weekend; asking a question to get more information about the topic being discussed or a word they don't understand; using expression to emphasize a point of view; initiating a conversation with a classmate about a television show they both watched; reading their own writing to the class so that others can hear and understand it, making a relevant comment about a character in a story; taking turns when talking during a group discussion.

Kindergarten Guidelines

A Communication

4 Uses expanded vocabulary and language for a variety of purposes.

RELATED S.C. STANDARDS

- Demonstrate the ability to initiate conversations
- Demonstrate the ability to participate in conversations and discussions by responding appropriately
- Demonstrate the ability to take turns in conversation and stay on topic
- Demonstrate the ability to ask how and why questions about a topic of interest (R)
- Continue participating in creative dramatics
- Continue using oral language for a variety of purposes
- Begin summarizing conversations or discussions
- Begin making predictions about the content of stories read aloud

RATIONALE

During kindergarten, children's expanding vocabularies provide them with a larger knowledge base that will assist them as they begin to read. They are acquiring words to name or describe many different things, and they are refining their social use of language by initiating conversations, taking turns in group discussions, and asking questions and making comments related to topics being discussed. Five year olds are beginning to develop ideas and topics of interest to them, and use language and drawing to share their ideas with others. They continue to use language for many purposes, such as playing with the sounds of language, reciting poems and rhymes, giving directions, explaining events, describing objects, and asking questions.

EXAMPLES

Explaining why they think snowflakes melt more quickly that ice cubes; telling a joke to a friend or making up new jokes, such as a "knock-knock" joke; initiating a conversation with a visitor to the classroom; wondering what the word "environment" means and discussing possible definitions in the context of hearing an informational book read aloud; making up lists of rhyming words, including invented words; drawing a picture of the block tower they built during center time.

B Reading

1 Shows interest in and knowledge about books and reading.

RELATED S.C. STANDARDS

- Demonstrate an interest in reading related activities such as looking at books during free choice time, talking about books, and recalling details by looking at pictures
- Demonstrate the ability to explore books independently
- Continue identifying pictures and charts as sources of information (R)
- Begin gathering information from a variety of sources including those accessed through the use of technology (R)

RATIONALE

Children enter school with varying levels of experience with and interest in books and reading. Through repeated exposure to literature, kindergarten children can be expected to understand that authors write books, illustrators draw pictures, and books convey information or stories. Five year olds can listen attentively to stories and develop preferences for books by certain authors or topics of special interest.

EXAMPLES

During free play, choosing to listen to an audiotape of the story the teacher read during group time; using books to find out about road-building machinery or to locate the name of a particular dinosaur; pretending to read a book using pictures or memory as cues; noticing that the book they are looking at has the same kind of drawings as a Richard Scarry book they have at home; listening attentively to a story and saying why they liked that story; joining group story-time with anticipation and pleasure.

A Communication

4 Uses expanded vocabulary and language for a variety of purposes.

RELATED S.C. STANDARDS

- Demonstrate the ability to initiate conversation
- Demonstrate the ability to ask how and why questions about a topic of interest (R)
- Demonstrate the ability to summarize conversations or discussions
- Demonstrate the ability to participate in conversations and discussions by responding appropriately
- Demonstrate the ability to use oral language for a variety of purposes
- Demonstrate the ability to participate in creative dramatics
- Begin participating in interviews and reading and writing conferences

RATIONALE

As first graders expand their vocabularies, they are increasingly comfortable expressing themselves in different situations and for different purposes. They offer explanations, ask questions, and share knowledge, ideas, and opinions. First graders are beginning to recognize the difference between questions and comments. Socially, they greet others, make their needs known, talk with peers and adults, and invite others to join a group. Creatively, they try to make rhymes, tell jokes and riddles, sing, and use expression when dramatizing a story.

EXAMPLES

Trying out a new vocabulary word while telling or writing a story; asking a question for clarification after listening to a peer read a story to the class; making up a new verse to a familiar song; describing with some detail what was observed in a science experiment; learning new words by playing rhyming games; using appropriate words to express feelings of pleasure, sadness, anger, or frustration to peers and adults; asking the librarian to help them find a book about airplanes; sharing a riddle during circle time, although perhaps getting confused in the telling.

B Reading

1 Shows interest in books and reading.

RELATED S.C. STANDARDS

- Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information
- Demonstrate the ability to identify pictures, charts, table of contents and diagrams as sources of information (R)
- Continue gathering information from a variety of sources including those accessed through the use of technology (R)

RATIONALE

Appreciating books and reading helps children become life-long readers. A wide variety of reading-related activities in the classroom provides first graders meaningful opportunities to cultivate an interest and enthusiasm for reading and to practice their emerging skills. At this age, children's interest in books and print sometimes exceeds their reading abilities.

EXAMPLES

Bringing in a book from home and asking the teacher to read it aloud to the class; stopping to look at the print and pictures on the bulletin board in the hallway outside the classroom; selecting a non-fiction book related to a personal interest to check out from the school's library; borrowing a favorite book from the classroom library to take home to re-read with a parent; finding a book about alligators in order to make an accurate drawing for a science project; looking for other books in the class library written by the author of the book they just finished reading; choosing to read with a friend during free time.

Kindergarten Guidelines

B Reading

2 Shows some understanding of concepts about print.

RELATED S.C. STANDARDS

- **Demonstrate an understanding of the association between spoken and written words**
- **Demonstrate the ability to understand how print is organized and read using concepts about print**
- **Demonstrate the ability to identify places where words are found such as books, magazines, newspapers, and the Internet**
- **Begin identifying the title and author of a text**

RATIONALE

Five year olds are beginning to understand how print is organized and read. They realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way. They begin to notice spaces between words, distinguish letters from drawings and numerals, recognize different types of text (storybooks, poems, newspapers, grocery lists, signs, letters, labels), label the parts of a book (front cover, title page, back cover), and track print from left to right and top to bottom, pointing to the words as they are read.

EXAMPLES

Finding the front of the book, turning to the first page of text before they begin reading, pointing to where the teacher should begin reading, and then turning the pages one by one; sweeping a finger from left to right across print on a page as they "read" a favorite story from memory; asking whether they are the "author" of the story they dictated to the teacher; listening to an audiotape and following along in the book, turning the pages at the correct time; telling the teacher a story and asking her to write it down for them; checking the classroom job chart to find out whose job it is to wash the tables after snack; "writing" a story from left-to-right using letter strings; bringing game directions to the teacher to ask her to explain how to play the game.

3 Demonstrates beginning phonemic awareness.

RELATED S.C. STANDARDS

- **Demonstrate the ability to identify and sort words by category and sound**
- **Demonstrate the ability to identify the beginning letter/sounds in single syllable words; begin identifying the ending letter/source in single-syllable words**
- **Demonstrate the ability to blend sounds to make words**
- **Demonstrate the ability to identify rhyming words**

RATIONALE

For children to become fluent readers, they must be able to hear the smallest units of sound within words (phonemes) and to focus on these sounds separate from the meaning of the word. With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, phonemes within syllables.

EXAMPLES

Announcing that Marc's and Matt's names begin with the same sound as Mike's name; identifying two words that rhyme, given a series of three words; knowing that words are made up of sounds and being able to identify the smallest units of sound (phonemes) in a word (for example "cat" has three phonemes: /c/ /a/ /t/); naming the word left when you take away the /b/ from "bat"; sorting pictures of objects into two groups based on their beginning sounds; generating single-syllable words that rhyme while playing a rhyming game during snack; commenting that "table" and "carrot" have two parts (syllables), but "book" has only one; recognizing that some words end with the same sound (for example, stating that "tan" ends like "man").

B Reading

2 Shows understanding of concepts about print.

RELATED S.C. STANDARDS

- Demonstrate the ability to recognize that words are made up of letters and that words make sentences
- Demonstrate the ability to understand how print is organized and read using concepts about print
- Demonstrate the ability to identify the title and author of a text
- Begin documenting sources by listing titles and authors (R)

RATIONALE

To become successful readers, first graders need basic knowledge about print and books, including how print is organized (from left to right and top to bottom) and the parts of books (front and back cover, title page, author, and illustrator). When looking at print, they can differentiate between letters, words, and sentences and recognize some basic punctuation marks. They know that writing is used for different purposes.

EXAMPLES

Noting the title and author of the story on the front cover of the book; pointing to each word when reading; recognizing an unusual pattern in a book where the text goes straight across two pages, rather than straight down on one page; including a separate title page in their own writing; reading aloud, stopping at an exclamation mark, and then re-reading the sentence with expression; looking over a story just written and recognizing that a space is missing between two words and a period is needed at the end of the sentence.

3 Demonstrates phonemic awareness.

RELATED S.C. STANDARDS

- Demonstrate the ability to identify and sort common words by category and sound
- Demonstrate the ability to identify the beginning and ending letters/sounds in single-syllable words
- Demonstrate the ability to blend sounds to make words
- Demonstrate the ability to identify rhyming words
- Begin identifying medial sounds in single syllable words
- Begin using sentence structure (syntax) and context to determine the meaning of unfamiliar words

RATIONALE

Phonemic awareness refers to the ability to hear, think about, and manipulate the sounds in words. First graders who become successful readers can hear the smallest units of sound within words (phonemes), recognize sound segments (letter clusters, syllables), and know that words are made up of sequences of sounds. They have the ability to blend or segment phonemes.

EXAMPLES

Hearing three distinct sounds within a word (for example, /b/ /a/ /t/ makes the word "bat"); telling if a word sounds like another word in some way (starts the same, ends the same, or rhymes); saying three other words that begin with the same sound as "milk"; counting the number of syllables in a word; noticing the rhyming pattern in a story the teacher reads aloud; adding or deleting sounds in spoken words to make new words (for example, removing the "s" from "stop" to make the new word "top"); inventing a new verse to a rhyming poem.

Kindergarten Guidelines

B Reading

4 Knows letters, sounds, and how they form words.

RELATED S.C. STANDARDS

- Demonstrate the ability to recognize and name all upper case and lower case letters of the alphabet
- Demonstrate the ability to recognize letter patterns in words
- Demonstrate the ability to recognize some high frequency words
- Demonstrate the ability to recognize environmental print such as school and classroom labels
- Continue recognizing that words are made up of letters and that letters make sounds

RATIONALE

By the end of kindergarten, children acquire knowledge about the systematic relationship between letters and sounds. They understand that a group of letters represents a sequence of sounds that combine to form a word (the alphabetic principle). Kindergartners can identify and name uppercase and lowercase letters, understand that letters stand for sounds, and associate the correct sound with many letters. They begin to sound out simple words and can develop a limited sight vocabulary.

EXAMPLES

Picking out their names on classroom lists and beginning to recognize their friends' names; pointing out the letter "k" in the sign for kitchen; recognizing familiar words on the cover of a favorite book; developing a personal list of words they can recognize on sight; occasionally sounding out simple words as they write in journals or make captions for pictures; beginning to "read" a favorite book using pictures as clues and gradually recognizing words that are repeated in the text; using letter and picture cues to sound out simple words from a favorite story; attempting to write a friend's name by writing "Ti" and then asking the teacher what letter makes the /m/ sound; recognizing the letters on a keyboard; beginning to recognize key words and symbols on the computer when playing games.

B Reading

4 Decodes unfamiliar words, and uses various strategies to construct meaning from print.

RELATED S.C. STANDARDS

- Demonstrate the ability to recognize and name all upper case and lower case letters of the alphabet
- Demonstrate the ability to recognize environmental print and high frequency words
- Demonstrate the ability to alphabetize words by the first letter
- Demonstrate the ability to read and recognize compound words
- Demonstrate the ability to use personal and picture dictionaries to determine meanings of unfamiliar words; begin using a thesaurus to find alternative word choices
- Demonstrate the ability to use a variety of strategies to derive meaning from texts
- Begin applying a knowledge of onsets, rhymes, and word families to decode and generate words
- Begin identifying base words and their inflectional endings
- Begin reading and recognizing contractions
- Begin identifying synonyms, antonyms, and homonyms

RATIONALE

By the end of the year, most first graders know the sounds made by each letter of the alphabet and use letter-sound correspondence to sound out unknown words when reading (phonics). With single syllable words, most children this age can distinguish initial, medial, and final sounds; long and short vowel sounds; and blends and digraphs. With encouragement, they can figure out unfamiliar words by examining their structures (for example, recognizing familiar clusters of letters, prefixes and suffixes, or patterns in words). Readers rely on many different strategies to help them make sense of text. With guidance from teachers, first graders learn to look for cues related to meaning, language structure, and visual information to help them understand what they read. They are beginning to monitor themselves as they read to be sure that what they have read makes sense, as they continue to connect their reading to personal experience and prior knowledge.

EXAMPLES

Successfully reading the word "snack" on the morning message by saying the beginning blend, the short /a/, and the ending sound; reading the word "stopping" correctly by recognizing the familiar word "stop" and the suffix "ing"; suggesting the teacher use "hug" in the class poem because it rhymes with "bug" and then spelling it correctly for the chart; reading or writing a word list in which the words share a spelling sound pattern (for example, man, pan, ran, can); asking to add the word "knock" to the word wall under the letter "K" after discovering that it does not begin with the letter "N"; figuring out the unfamiliar word "pancake" by identifying two familiar words: "pan" and "cake" ; using a picture to figure out an unfamiliar word (for example, looking at both the picture of a mosquito and at the word, making the /m/ sound, and then saying the word "mosquito"); saying, "I knew it didn't make sense, so I read it again" in response to the teacher's question, "How did you figure it out?"

Kindergarten Guidelines

B Reading

5 Comprehends and responds to fiction and non-fiction text.

RELATED S.C. STANDARDS

- **Demonstrate the ability to retell stories**
- **Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art**
- **Demonstrate the ability to predict outcomes by using pictures and words in a story read aloud or in predictable books read independently**
- **Continue making connections to prior knowledge, other texts and the world in response to texts read aloud**
- **Begin drawing conclusions and making inferences**

RATIONALE

Kindergartners expand their vocabulary and general background knowledge as they listen to fiction and non-fiction texts read aloud. They demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time. After children comprehend a text, they begin to relate their own experiences to what they have read, connecting to prior knowledge and personal experience. They begin to form comparisons between favorite characters and plots from well-loved stories.

EXAMPLES

Looking at pictures in a book and predicting what will happen next; answering questions and adding their own comments about a story as it is being read; predicting what will happen to characters in a story based on the characters' actions thus far; guessing book or story content from the book's title and cover; retelling a story in sequential order (beginning, middle, and end); recalling events in a story and beginning to add ways in which the story relates to their own experiences; drawing a picture of a "Wild Thing" during choice time and trying to make it look like the one in the book.

B Reading

5 Comprehends and interprets fiction and non-fiction text.

RELATED S.C. STANDARDS

- Demonstrate the ability to retell stories
- Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art
- Demonstrate the ability to identify differences between fiction and nonfiction
- Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and a variety of informational texts
- Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts and the world
- Demonstrate the ability to use words and pictures to make predictions about stories read aloud or independently
- Demonstrate the ability to determine cause and effect in texts read aloud or independently
- Demonstrate the ability to identify characters and setting in a literary work
- Demonstrate the ability to draw conclusions and make inferences
- Demonstrate the ability to categorize and classify ideas
- Begin recalling details in texts read independently
- Begin asking and answering questions about texts read independently
- Begin summarizing main ideas in texts read aloud or independently
- Begin distinguishing between fact and opinion in texts read aloud or independently
- Begin following one-step written directions to complete a task
- Begin identifying problem and solution in a work of fiction or drama
- Begin identifying the narrator's point of view in a work of fiction
- Begin identifying devices of figurative language such as similes and metaphors
- Begin using graphic representations such as charts, graphs, pictures and graphic organizers as information sources and as a means of organizing information and events logically
- Begin comparing and contrasting the information, ideas, and elements within a single text

RATIONALE

Comprehension involves gaining an initial understanding, developing an interpretation, personally reflecting and responding, and extending or critically evaluating text. As first graders listen to or read stories or informational text, they can be encouraged to apply each of these processes. When prompted, they can retell the main events or ideas in sequence. They can identify the setting, main characters, main events, and problems in a story. They are learning to preview text, predict and confirm the facts, and integrate background information or prior knowledge. First graders also begin to identify sensory language and rhyme, and identify and define similes and metaphors.

EXAMPLES

Predicting and justifying what will happen next in a story; using their own words to describe information learned from an expository text and connecting the information to prior knowledge or experience; reading and carrying out simple written instructions (for example, reading a recipe or directions for a game); re-enacting part of a story as a puppet show or skit; drawing a picture of the setting of a story with accurate details; writing a short answer to a simple "How?" "Why?" or "What if?" question (for example, "How did the author let you know the two boys were good friends?"); identifying all the rhyming words in "Cat in the Hat" and making a new verse to share with classmates.

Kindergarten Guidelines

C Writing

1 Represents stories through pictures, dictation, and play.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use pictures, oral language and/or letters to create stories about experiences, people, objects, and events**
- **Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words**
- **Continue choosing topics and generating ideas about which to write**
- **Continue presenting his or her findings in a variety of formats (R)**

RATIONALE

Many five year olds understand that words represent things, ideas, and events, and that letters make up words. They enjoy telling and "writing" stories. Long before they use conventional forms of writing, they willingly describe their drawings, use drawings to tell stories with a beginning, middle, and end, and represent stories as they play. They can focus on an idea for a story or research project and make a simple plan for expressing it.

EXAMPLES

Dramatizing a story about a mother and her children in the dramatic play area: dictating a story to the teacher about the class trip to the farm; sharing their drawing of a monster with a friend; building a city with small blocks and using pretend people to act out stories in the city; drawing the caterpillar from The Very Hungry Caterpillar and adding more details after talking about it with their teacher, making a picture for the class of a castle, after looking at castles on the Internet.

C Writing

1 Uses writing strategies to convey ideas.

RELATED S.C. STANDARDS

- **Demonstrate the ability to choose a topic and generate ideas to write about**
- **Demonstrate the ability to generate drafts, using words and pictures, that focus on a topic and include relevant and supportive details**
- **Continue presenting his or her findings on the basis of observation (R)**
- **Begin responding to texts read aloud by conversing with others, drawing pictures, and writing letters or words**
- **Begin using prewriting strategies**

RATIONALE

First graders benefit from having many opportunities to write throughout the day. They begin to demonstrate understanding of the writing process as they generate ideas, make simple plans, and develop main ideas that are supported with some detail and description. They are beginning to organize their writing in a sequence, including a basic beginning, middle, and end. They are able to add drawings or charts to their stories to enhance meaning.

EXAMPLES

Drawing on personal experiences to generate ideas for stories; hearing a story read aloud and using it as the basis for writing a story; brainstorming with the class concerning what to write about; writing about going to the basketball game, staying focused on the topic, and including some details; drawing a picture of a favorite pet and then writing some sentences to go with the drawing; making a web before writing; folding a paper into thirds and drawing a picture in each third to help themselves clarify their ideas for the beginning, middle, and end of the story.

Kindergarten Guidelines

C Writing

2 Uses letter-like shapes, symbols, letters, and words to convey meaning.

RELATED S.C. STANDARDS

- **Demonstrate the ability to copy or print letters and words including his or her name**

RATIONALE

As children begin to understand that writing communicates a message, they become motivated to produce words, even if they do not possess conventional writing and spelling skills. They begin by using drawings to convey ideas, adding letters or words randomly. With experience, they begin to form words by using letters from their names, copying words, approaching others for help, sounding out words using letter-sound associations, and using invented or temporary spelling. By the end of kindergarten, many children can write most upper- and lowercase letters and know the conventional spelling for some words.

EXAMPLES

Making marks that resemble letters, starting at the top left of the paper and moving from left to right and top to bottom; writing their names on their artwork; drawing a picture of a computer in their journal and using invented spelling to write "I LK CMPTRS"; using invented spelling to form words with initial and final consonants; keeping a list of the words they know how to spell; checking the label in the block area to see how to write the word "block" in their journals; using the computer to write their names or a personal message; writing labels, notes, and captions for illustrations; spontaneously writing the alphabet and showing it to the teacher saying, "See, here are my letters"; sounding out a word to write in their journals with the teacher's help.

3 Understands purposes for writing.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform**
- **Demonstrate the ability to write using a variety of formats**
- **Begin using literary models to develop his or her own writing**

RATIONALE

Children begin to understand the power of written words when they see that messages, such as "Please Leave Standing" on a sign in front of a block structure, have an impact. Over time, they recognize that there are different types of writing (stories, signs, letters, lists) with different purposes. Children's understanding of writing as a symbolic form of communication that conveys messages motivates them to write on their own.

EXAMPLES

Realizing that a caption created for a picture or painting can tell a story about the image; making a sign, such as "Hospital" or "Shoe Store," for the dramatic play area; copying words to convey messages (for example, "Stop" or "Go"); recognizing that putting their names on a product signifies that it was done by them; making lists of "things I like to do" or favorite songs; copying a note to take home; asking about the various signs used in the classroom (the "Exit" sign or the word "fish" on the fish tank); creating a sign on the computer for their "toy sale".

C Writing

2 Recognizes and uses basic conventions of print and spelling.

RELATED S.C. STANDARDS

- **Demonstrate the ability to print legibly**
- **Demonstrate the ability to revise writing for details with peer or teacher support**
- **Demonstrate the ability to edit language for conventions such as spelling, capitalization, and punctuation with peer or teacher support**

RATIONALE

First graders can recognize and use some mechanical and grammatical conventions of writing, including left-to-right, spacing between words, uppercase letters (first word in a sentence, names of people, "I," days of the week and months of the year), and periods and question marks. Many children this age can write in simple sentences that include a subject, verb, and object. Using invented or temporary spellings is one way that first graders demonstrate their understanding of how to blend and segment letters and words. When children have extensive opportunities to use writing purposefully in the classroom, they begin to approximate conventional spellings more closely. With encouragement from teachers, first graders can spell correctly three- and four-letter short vowel words, words they studied previously, and words that follow consistent spelling patterns. With encouragement to re-read their own writing, six year olds may realize they have misspelled a familiar word or omitted periods, capitals, or an important detail. They like to share their writing with a friend or with the class, and after some prompting from a teacher or peer, can make a simple change in their writing.

EXAMPLES

Using upper– and lowercase letters correctly when writing a science observation; re-reading a journal entry aloud, pausing correctly at the end of sentences, and adding missing periods; editing a story with a teacher's help and changing the first letter in the first words of each sentence to uppercase letters; writing simple, correctly-structured sentences describing a book about wolves; using resources from their environment (peers, personal dictionaries, labels in the classroom, word walls, charts, books) to help with spelling; recognizing the difference between invented spellings and conventional spellings in their own writing;

3 Writes for different purposes.

RELATED S.C. STANDARDS

- **Demonstrate the ability to use oral and written language to explain and inform**
- **Demonstrate the ability to use literary models to develop his or her own writing**
- **Demonstrate the ability to write in a variety of formats**
- **Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support**
- **Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends**
- **Begin asking questions to guide his or her topic selection (R)**

RATIONALE

By the end of first grade, many children can write to describe events, provide information, tell stories, and respond to literature. When provided with numerous opportunities to write for different purposes, many first graders have a beginning understanding that they are writing for an audience and that the purpose of their writing affects organization and content. They can use books from the classroom library as references and models, and publish their edited writing for friends and family.

EXAMPLES

Drawing a picture and writing several sentences describing the class trip to the pumpkin farm; using software on the computer to draw and make captions for a family portrait; writing a "thank you" letter to the firefighter who visited the classroom; writing a description of the stages of the life of a monarch butterfly in a science journal, incorporating some details about how it looked at different stages; writing and illustrating simple directions for the class cookbook showing how to make pizza and organizing the directions to "look like a real recipe."

III Mathematics

The focus in this domain is on children's approaches to mathematical thinking and problem-solving. Emphasis is placed on how students acquire and use strategies to perceive, understand, and solve mathematical problems. Mathematics is about patterns and relationships, and about seeking multiple solutions to problems. In this domain, the content of mathematics (concepts and procedures) is stressed, but the larger context of understanding and application (knowing and doing) is also of great importance.

A Mathematical processes

1 Uses and explains strategies to solve mathematical problems.

RELATED S.C. STANDARDS

- **Using concrete materials, construct addition and subtraction models**
- **Combine two sets of objects and count the result**
- **Given a set of objects, remove some and count the result**
- **Add and subtract whole numbers using up to ten concrete items**
- **Relate the operation of addition to increase in quantity and subtraction to decrease in quantity**

RATIONALE

Solving real-life problems helps children make connections among the math they are learning at school, other parts of their lives, and other types of learning. Problem-solving involves posing questions, trying different strategies, and explaining one's thinking by stating reasons a particular strategy worked. Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.

EXAMPLES

Asking questions to clarify problems (for example, "Will the new rabbit cage be big enough for all the baby bunnies?"); saying, "I gave Sammy one of my cookies because I had three and he had one. Now we have the same, two and two!"; estimating whether there are enough blocks to build a road from here to there, and then testing the guess by building the road; guessing and checking (for example, figuring out how many apples are needed for snack if each child is served half an apple); playing computer games that involve problem-solving or beginning mathematical concepts; figuring out if there are enough cookies for each child to have one.

A Mathematical processes

1 Applies the concepts and strategies of addition and subtraction to solve mathematical problems with one and two-digit numbers.

RELATED S.C. STANDARDS

- **Demonstrate concretely and symbolically the meaning of one-digit and two-digit addition and subtraction**
- **Explain and describe strategies for addition and subtraction**
- **Solve story and picture problems using one-step solutions and basic addition facts with sums up to 18 and corresponding subtraction facts**
- **Add and subtract pairs of two-digit whole numbers without regrouping**
- **Identify inverse relationships between addition and subtraction facts (fact families)**
- **Recognize that the equals sign, indicates that the quantities on either side are equivalent**

RATIONALE

First graders recognize and use the symbols "+" and "-" in equations, combine and separate sets, and understand that addition and subtraction are inverse operations. Some strategies used for combining and separating quantities include: counting on fingers, doubling (for example, 4 + 4, 5 + 5), and knowing "number families" (if 2 + 8 = 10, then 8 + 2 is also 10). As they acquire facility with strategies for finding sums and differences with numbers up to 20, they begin to apply these same strategies with numbers to 100. With guidance, first graders can begin to set up a problem, determine the tools and materials needed to solve it, and apply strategies (such as trial and error, looking for a pattern, making a drawing, "counting on" or backwards, or counting in groups) to find solutions.

EXAMPLES

Using trial and error to figure out how many unifix cubes it takes to balance a scale; counting accurately in different ways to 100 (for example, by 2s, 5s, and 10s or by 10s forward and backward from any number to 100) and recording the numerals accurately (for example, recording the score in a game, writing numbers on a calendar);figuring out how many additional books are needed for the class if there are only 12 books and 21 children in the class; using a calculator to determine the amount of money collected at the end of a bake sale if 100 cookies are sold at 25¢ each; using a drawing to find the total number of wheels on three bicycles and two cars; counting by fives using tally marks to determine the favorite name for a class pet; finding the missing number in addition and subtraction number sentences when the missing number is 10 or less; explaining that 5 - ? = 2 is the same as ? + 2 = 5;

Kindergarten Guidelines

A Mathematical processes

2 Uses words and representations to describe mathematical ideas.

RELATED S.C. STANDARDS

- **Discuss and explain how numerals are used in the environment, (e.g., house numbers, phone numbers, dates)**
- **Use language such as "less than," "more than," " or "the same number as" to describe the relative sizes of sets of concrete objects**

RATIONALE

School provides kindergarten children with many opportunities to communicate mathematical ideas. When teachers ask children to describe how they know the number of crackers needed at the snack table, they encourage children to attach language to mathematical thinking, and to develop a sense of whole numbers. Five year olds represent their thinking in flexible ways, by using objects, fingers, drawings, bodies, pictures, and occasionally, symbols. These representations help children retain information and allow children to reflect on their own problem-solving strategies.

EXAMPLES

Explaining that they chose a puzzle piece because its shape matched the other shape; telling a friend or teacher how they built the tallest block structure in the school; drawing a picture of a Lego structure they made so they can rebuild it the next day; explaining that they put all the long sticks in one box and all the short sticks in another box; asking for a bigger container at the sand table because they want to make a larger building or move more sand; using quantity and size words ("more," "less," "larger," "smaller," "wider," "narrower," "thinner," "thicker") as they play during choice time.

B Number and operations

1 Shows understanding of number and quantity.

RELATED S.C. STANDARDS

- **Given a set containing 10 or fewer concrete items, tell how many are in a set by counting the number of items orally using 1:1 correspondence**
- **Count forward to 20 and backward from 10**
- **Identify the numeral that matches a quantity**

RATIONALE

Kindergarten children can count objects with understanding to at least 20; many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities. With experience, they can recognize "how many" in sets of objects, and can begin to understand that a set of objects equals the same number regardless of the position, shape, or order of the objects. They continue to learn about ordinal numbers (first through tenth) and understand that the last number named in a collection represents not only the last object, but the total number of objects as well.

EXAMPLES

Explaining that there are 17 people at the circle today, after counting them aloud with their classmates; associating the correct numeral with sets of up to ten objects; using number words to show understanding of the common numerical property among nine children, nine cups, nine trucks, and nine blocks; continuing counting pennies to ten after a friend stopped at 6 (. . . "7, 8, 9, 10"); representing numerals with the correct number of objects; announcing that the number of counting bears hasn't changed, whether the bears are in a line or grouped in a circle or whether they are counted from the left or the right.

A Mathematical processes

2 Communicates and represents mathematical thinking.

RELATED S.C. STANDARDS

- Describe pairs of numerals each less that 100 using the words "is greater than," "is less than," and "equals"
- Construct representations of number combinations up to 10 (e.g. number stories, equations, pictures)
- Use concrete and pictorial models to develop an understanding of the concepts of addition and subtraction of whole numbers
- Describe the change in one attribute over time
- Apply knowledge of relative position to objects in space through conversation, demonstrations, and stories

RATIONALE

For first graders, discussion, representation, reading, and writing are essential to mathematical thinking. They can explain their reasoning, clarify their ideas, and represent their thinking using words and pictures. When asked, they can discuss the effectiveness of their strategies and explain their reasoning.

EXAMPLES

Sorting a group of objects and then explaining the sorting rule; justifying their reasoning for solving a problem by applying a strategy used to solve a similar problem; drawing a picture to represent and model a problem or situation, solving it, and then explaining the process; reading a simple word problem, interpreting it, and writing a number sentence to find the solution; listening to a peer's explanation of how a problem was solved and suggesting an alternate approach; using mathematical terms to describe a situation accurately (for example, "more," "not as much," or "about the same" to describe quantities).

B Number and operations

1 Shows understanding of number and quantity.

RELATED S.C. STANDARDS

- Given a set of 10 to 100 objects, tell how many items are there by using 1:1 correspondence
- Represent up to three-digit numerals using various concrete and pictorial models
- Identify the place value of each digit in a three-digit numeral
- Read whole numbers from a line labeled from 0 to 180 (180 school days)
- Write the numeral that corresponds to a given set up to 100
- Write in words whole numbers through 10
- Identify odd and even numerals up to 100
- Determine the total value of a collection of pennies, nickels, and dimes (not to exceed 100 cents)
- Find money equivalencies in a given amount
- Use numeric patterns to skip count by 2's, 5's, and 10's

RATIONALE

Six year olds can count, read, model, and write whole numbers to 100 or more. It is essential that first graders understand that numbers can be represented in many ways (for example, 10, ten, two sets of five stars). Their understanding of number includes knowing the value of coins.

EXAMPLES

Looking at a set of six objects and instantly recognizing it as six; recognizing equivalent forms of the same number (for example, knowing that 30 is the same quantity if it is 30 horses or 30 M&Ms or 15+15 red dots); looking at a set of coins and identifying the value of each coin; counting a set of three dimes by 10s (10, 20, 30); counting the number of objects in a group with understanding and writing the correct numeral to describe the set (for example, writing the numeral 30 to match 30 cubes).

Kindergarten Guidelines

B Number and operations

2 Shows emerging understanding of relationships between quantities.

RELATED S.C. STANDARDS

- **Given a set of 10 or fewer concrete items, identify and describe one set as having more, fewer, or the same number of members as the other set**
- **Identify the positions first through tenth using an ordered set of objects**

RATIONALE

Five year olds begin to explore the relationships of one quantity to another. They are developing an understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connection. They can compare two sets with up to 10 objects and use such vocabulary as "more," "less," "equal," or "the same number as" to describe them. They are beginning to understand how quantity changes when they combine sets to make larger ones or decrease the size of sets by removing items. Some kindergartners begin to make realistic guesses about small quantities and show initial awareness of fractional parts (halves, quarters) using concrete objects.

EXAMPLES

Investigating strategies for creating different quantities (for example, by working with red and blue cubes to learn that seven can be made up of two red cubes and five blue cubes or three blue cubes and four red cubes, etc.); knowing that five is closer to one than it is to 20; counting two groups of blocks, noting whether one group has more, less, or the same number of blocks as the other; agreeing to share cookies with a friend and commenting, "I have half of a sugar cookie and half of a peanut butter cookie;" recognizing that five large objects are the same as five small objects in terms of number; naming correctly the sixth, seventh, and eighth children in line.

3 No Kindergarten equivalency.

B Number and operations

2 Shows understanding of relationships among quantities.

RELATED S.C. STANDARDS

- **Compare the magnitudes of three given quantities (a one-digit numeral, a two-digit numeral, and a three-digit numeral)**
- **Identify the positions first through twentieth, using an ordered set of objects**
- **Identify and represent 1/4, 1/3, and 1/2 of a whole using concrete and pictorial models**
- **Sequence random numerals between 1 and 100**

RATIONALE

First graders' understanding of quantity includes comparing numbers to 100 and ordering numbers to at least 20. Work with concrete materials (blocks, Popsicle sticks, trading games) helps them to grasp the concept of grouping by tens and place value. They can combine and break apart numbers, identify odd and even numbers, and describe the relative position and magnitude of whole numbers (for example, finding 40 on a number line and explaining that it is 10 less than 50). First graders can understand and represent simple fractions (1/4, 1/3, 1/2).

EXAMPLES

Comparing two or more sets and determining which is more, less, or equal to and using symbols (<, >, =) and words to describe the comparisons; composing or decomposing numbers (3 tens and 2 ones is the same as 32 or 32 is the same as 3 tens and 2 ones); comparing 1/2 of a pizza with 1/4 of a pizza and explaining why 1/4 is less than 1/2; identifying positions 1st to 20th (for example, when lining up to go outside); comparing a quarter to 25 pennies and explaining why they are equal; identifying 1 more or less or 10 more or less than a given number.

3 Makes reasonable estimates of quantities and checks for accuracy.

RELATED S.C. STANDARDS

- **Estimate the number of objects in a set from 5 to 20 objects**
- **Determine the most reasonable answer for an addition or subtraction problem**
- **Compare and contrast estimates of measurement to actual findings**

RATIONALE

Through estimation activities, first graders extend their understanding of number. They can make realistic guesses using words and phrases such as "smaller than," "bigger than," "same," and "almost" with sets to about 100 objects.

EXAMPLES

Looking at a group of objects and deciding if it is more than 10, about 20, or less than 50; estimating the number of objects in a group, explaining the reasoning behind the estimate, and then checking the estimate by counting; estimating the total number of children in the first grade and then checking the estimate using a calculator; showing a beginning understanding of large numbers ("There are over a hundred children in the school."); dividing a pile of M&Ms in half and then counting to check for accuracy.

Kindergarten Guidelines

C Patterns, relationships, and functions

1 Sorts objects into subgroups, classifying and comparing according to a rule.

RELATED S.C. STANDARDS

- Divide a set of objects into equal groups
- Sort and classify objects by one attribute (size, shape, and color)
- Sort and classify objects by more than one attribute(size, shape, and color)
- Order objects by size, quantity, and other properties
- Compare, sort, and group objects by a given attribute

RATIONALE

Sorting objects into groups according to attributes is an important mathematical skill that requires children to recognize similarities among objects. Although some five year olds can only perceive one attribute at a time, most are able to integrate several attributes, such as sorting by color and size.

EXAMPLES

Sorting all the pegs or counting bears into groups by a single attribute such as size (long and short, or big and little) or color; sorting through a box of buttons and making up their own rules of organization (for example, "These are all rough and these are all smooth." or "These have two holes and these have four holes."); sorting the buttons by color, and then sorting each color group into large and small; sorting through Lotto cards and putting wild animals in one pile and farm animals in another; noticing that these pattern blocks have six sides and are yellow, and those blocks have three sides and are red; explaining the "rule" they used to sort objects.

C Patterns, relationships, and functions

1 Sorts, classifies, and orders objects on the basis of several attributes.

RELATED S.C. STANDARDS

- **Sort and classify concrete objects according to one or more attributes including color, size, shape, and thickness**
- **Sort two- and three-dimensional models given prescribed criteria**
- **Compare, sort, and group objects by observable attributes**

RATIONALE

Six year olds can sort, classify, and order objects by size, shape, color, function, number, and many other properties. They can describe their sorting rules and compare objects for similarities and differences.

EXAMPLES

Sorting a collection of keys into two groups: those with ridges on one side and those with ridges on both sides; describing similarities and differences among the shapes and sizes of seeds; comparing objects within a collection and putting the objects in order by size (for example, small to large, long to short); using sorting and classifying in social studies or science activities (organizing a list of neighborhood stores into three groups: ones that sell only food, ones that do not sell food, and ones that sell both food and other items); sorting a collection of objects according to their own sorting rule and having a partner guess the rule.

Kindergarten Guidelines

C Patterns, relationships, and functions

2 Recognizes, duplicates, and extends patterns.

RELATED S.C. STANDARDS

- Identify, describe, and extend a repeating relationship (pattern) found in common objects, numerals, sounds, and movements
- Construct a two-part and three-part pattern
- Determine a rule for repeating or growing patterns
- Recall the configuration of dots on dominoes or name objects seen briefly
- Connect geometrical patterns and their relationships with other aspects of mathematics and with other disciplines

RATIONALE

Patterns are a critical component of the foundation of mathematical thinking. Five year olds can recognize, create, copy, and extend simple patterns using concrete objects, sounds, and physical movements. They can describe a pattern, recognize patterns in the environment, and use a pattern to predict what comes next. They are beginning to analyze how patterns are generated. Many kindergartners can begin to use letters and numbers to describe an existing pattern (an ABA pattern is the same as a 121 pattern) and recognize patterns in a counting sequence (2, 4, 6, 8).

EXAMPLES

Seeing the pattern in a string of beads and determining which bead is needed to continue the pattern; duplicating a pattern of clapping (for example, two fast claps and a pause, then two slow claps and a pause); recognizing and describing a pattern in the classroom environment (for example, in the border around a bulletin board, on a T-shirt, or on wallpaper samples); knowing that a red-red-green/ red-red-green pattern is the same as a clap-clap-step/clap-clap-step pattern; using patterns to predict what comes next (for example, when counting by fives, recognizing the 5, 10, 15, 20 pattern and figuring out that the next number in the sequence is 25); creating patterns with a variety of materials, such as Legos, pattern blocks, Cuisenaire rods, and then describing the pattern; recognizing a number sequence on a calculator or computer game; looking at patterns of flower petals or bird's feathers at the science center.

C Patterns, relationships, and functions

2 Makes, copies, and extends patterns.

RELATED S.C. STANDARDS

- Using symbols and objects, identify and create and extend a wide variety of patterns
- Use letters to represent a created pattern (e.g. ABC, ABC)
- Create a repeating or growing pattern
- Identify missing numerals and elements in a pattern or sequence
- Find and identify geometric patterns in real-world settings (tile floors, sidewalks, art)
- Reproduces collections of shapes and dot configurations after viewing them briefly

RATIONALE

Patterns are a critical part of mathematical thinking. By six, children can identify the unit of pattern (AAB; +2); create and extend patterns concretely, symbolically, and numerically; and describe and analyze them. They can recognize patterns in the environment, in literature, and with numbers. With encouragement, they can begin to use patterns to make predictions.

EXAMPLES

Making, copying, and extending a pattern with their voice, body, and musical instruments; identifying the rule needed to extend a pattern; creating a number pattern and explaining the rule; recognizing patterns on objects in the classroom (for example, the grid on the radiator or the tiles on the floor) or outdoors (the veins on leaves, the bricks on a path); recognizing a pattern in a book and making a prediction about what will come next.

Kindergarten Guidelines

D Geometry and spatial relations

1 Recognizes and describes some attributes of shapes.

RELATED S.C. STANDARDS

- Identify, model, and draw two-dimensional shapes (circle, square, triangle, rectangle)
- Identify, sort, and classify two-dimensional geometric shapes according to their attributes (size, shape, color)
- Identify examples of three-dimensional shapes seen in the environment (cube, sphere, cone, cylinder)
- Identify and describe objects in the environment that depict geometric figures (triangle, rectangle, square, and circle)
- Locate two-dimensional shapes on parts of three-dimensional objects
- Combine and subdivide geometric shapes and discuss the results (square, rectangle, triangle, circle)

RATIONALE

As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form. Five year olds can identify, describe, label, and create a variety of common 2-D shapes and solids (circle, square, triangle, rectangle, cube, sphere) and begin to describe their attributes (corners, curves, edges). This concrete experience is important to later geometrical thinking and problem solving.

EXAMPLES

Creating (drawing, folding, cutting) models of circles, squares, rectangles, and triangles with varied materials (for example, crayons, a geoboard, folding paper); describing characteristics of shapes (for example, a triangle has three straight sides); understanding that two triangles, even if they are oriented differently in space, are still triangles; recognizing that equilateral triangles, triangles with sides of different lengths, triangles with oblique angles, and triangles with right angles are all triangles; putting shape blocks together to form new shapes (for example, two squares can make a rectangle); discussing how squares and rectangles are alike and different; creating shapes with toothpicks and marshmallows; identifying and labeling shapes and parts of shapes found in the environment.

D Geometry and spatial relations

1 Recognizes attributes of shapes and relationships among shapes.

RELATED S.C. STANDARDS

- **Describe and draw two-dimensional geometric shapes and match plane figures to the appropriate name (circle, square, triangle, rectangle)**
- **Recognize three-dimensional shapes (cube, cone, cylinder, sphere, rectangular prism)**
- **Draw, describe, and order triangles, squares, rectangles, and circles according to the number of sides, corners, and square corners**
- **Recognize geometric shapes in different positions**
- **Identify and describe geometry in the environment, including applications in science, art, and architecture**

RATIONALE

First graders can recognize, name, build, draw, and describe the defining attributes of 2-D shapes, including triangles, rectangles, squares, and circles. They can identify relationships between shapes (for example, "There are two red trapezoids inside the yellow hexagon."). Many children this age begin to explore 3-D shapes. By constructing and manipulating shapes, they develop spatial thinking.

EXAMPLES

Comparing, matching, and reproducing shapes (for example, with tangrams, geo-boards, pattern blocks); recognizing the relationships between shapes (for example, combining two triangles to create a square, or two trapezoids to form a hexagon); describing the defining attributes of shapes (for example, triangles have three corners, three sides); recognizing and comparing specific attributes of forms and shapes (number of sides, corners, faces); recognizing and naming 2- and 3-D shapes in their environment (for example, identifying the blackboard as a rectangle, a box as a cube, or a ball as a sphere).

Kindergarten Guidelines

D Geometry and spatial relations

2 Shows understanding of and uses direction, location, and position words.

RELATED S.C. STANDARDS

- **Use positional words to describe the location of objects (near, far, up, down, below, above, beside, next to, between, over, under)**
- **Identify and describe shapes in the world that show symmetry across a line (nature, art, the human body)**

RATIONALE

Children learn positional vocabulary as they develop spatial awareness and a recognition of symmetry and balance. Through discovery, experimentation, and experience, children form beginning understandings of direction (Which way?), distance (How far?), and location (Where?).

EXAMPLES

Placing an object inside and outside, behind and in front, under and above, beside and on a box, and describing its changing locations; commenting that an object is nearer to me and farther from you; identifying who is sitting beside the teacher and who is sitting in front of her; completing an obstacle course that asks the runner to crawl through the tunnel, run behind the swings, run in front of the slide, jump beside the sandbox, and jump on the ramp; giving directions to a partner in the block area to place the curved block on top of the long rectangle block; using direction, location, and position words spontaneously as they participate in play activities; collecting objects or pictures that display symmetry.

E Measurement

1 Orders, compares, and describes objects by size, length, capacity, and weight.

RELATED S.C. STANDARDS

- **Identify the attributes of length, volume, weight, and area by using manipulatives**
- **Compare the size (larger/smaller) and shape of plane geometric figures (circles, triangles, squares, rectangles)**
- **Compare the relative size of objects as bigger, smaller, or the same**
- **Compare two objects by using direct comparisons according to one or more of the following attributes: length (shorter, longer), weight (heavier, lighter)**
- **Order objects by length, height, and weight**

RATIONALE

Five year olds are very interested in ordering and comparing objects (for example, "You have more ice cream than I do."). They start by being able to order only four or five objects, and gradually increase to eight or ten. Many children begin to differentiate among size, length, and weight and use appropriate terms to describe each attribute. These direct comparisons of length, volume, and weight form the foundation for more complex measuring activities.

EXAMPLES

Arranging six or seven rods from shortest to longest, left to right, top to bottom, or bottom to top; making a display of several stones, arranged from smallest to largest; commenting that the outside door is heavier than the classroom door; saying one child's bucket holds more sand than another's; noticing that one child is taller than another; using measurement words in the block corner, at the sand table, or when exploring with Cuisenaire rods.

D Geometry and spatial relations

2 Explores and solves spatial problems using manipulatives and drawings.

RELATED S.C. STANDARDS

- **Using manipulatives, combine and subdivide geometric shapes to create a new shape or design**
- **Identify locations on a pictorial map using the positional words "next to," "beside," "between," and "across"**
- **Choose the figure that is the result of a transformation of a geometric shape (slide, flip, or turn)**
- **Draw lines of symmetry through shapes to divide them into congruent shapes**
- **Draw geometric objects based on a mental image**

RATIONALE

First graders reveal their developing sense of order, design, and spatial organization as they create drawings, build with blocks and Legos, and use math manipulatives (such as pattern blocks, tangrams, and geoboards). Hands-on experiences that allow them to move in physical space and arrange and describe objects in space help them learn about location (Where?), distance (How far?), direction (Which way?), and positional vocabulary ("near," "far," "below," "above," "behind," "to the right" or "left of").

EXAMPLES

Giving or following directions for moving in space; giving directions for finding some needed materials using positional words (for example, "I think the pattern blocks are on the shelf below the scales, and maybe on the left side."); creating symmetrical designs using squares and triangles visualizing slides, flips, and turns with 2-D shapes when using manipulatives or using a computer program; using simple coordinates to locate objects or pictures (for example, on a simple grid map of the neighborhood); describing or drawing a ramp for a block building and then constructing it with a set of triangular blocks; creating a pattern block design using symmetry and realizing that it is the same on both sides; arranging colored inch cubes in front of a small mirror, looking at both the cubes and their reflections, and then using a new set of cubes to build the combined shape.

E Measurement

1 Compares and describes objects by length, capacity, and weight.

RELATED S.C. STANDARDS

- **Compare/contrast two different units of length used to measure the same object**
- **Compare objects to identify longer, longest, taller, tallest, smaller, smallest, shorter, shortest, and so forth**
- **Compare the volumes of two or more containers**
- **Compare the weights of two objects using a balance scale**

RATIONALE

As first graders measure and describe objects, they can name, discuss, and compare objects according to their attributes. In addition to using comparative words, they begin to use measurement terminology, such as "inches," "feet," "centimeters," and "meters."

EXAMPLES

Identifying the heavier of two objects after weighing them on a balance scale; discussing the length and width of an object just measured, using terminology correctly; noticing that only a 1/4 cup of water is needed for the applesauce, so some water in the cup should be spilled out; comparing objects according to size (for example, "My hair is longer than yours." "This one weighs more."); comparing the height of two children and explaining that one is taller by a few inches.

Kindergarten Guidelines

E Measurement

2 Explores and uses common instruments for estimating and measuring during work or play.

RELATED S.C. STANDARDS

- Use non-standard linear measures (fingers, hands, feet, and arms)
- Use non-standard measures to explore the area of everyday objects
- Compare quantities using non-standard units of capacity
- Identify the instruments used to measure length (ruler), weight (scale), time (digital and analog clocks), day, month, and season (calendar), and temperature (thermometer)
- Use appropriate unit of linear measure (foot rulers, yard tape measures)
- Make and use estimates of measures
- Identify a penny, nickel, dime, quarter, and dollar

RATIONALE

Children are interested in the tools and instruments used by adults, although they are just beginning to explore conventional measurement tools. Their interest in trying measurement tools to see how they work is demonstrated in many ways as they work on class projects and explore at center time. When children begin to measure objects, they first select a unit of measurement, compare that unit to the object, and count the number of units required to represent the object. Five year olds spontaneously use such units as a foot, hand span, paper clip, or block to measure objects. They explore estimation with length, size, and volume.

EXAMPLES

Estimating that a bird's nest weighs the same as five counting bears; using a string or paper strip to compare the length of two objects; guessing whether or not a container is big enough to hold all their marbles; using a balance scale when comparing the weights of objects; incorporating measuring tools into their dramatic play (for example, "We need a cup of flour for these pancakes."); asking for a yardstick so they can see if their block building is taller than the yardstick; using a ruler to measure the height of a plant; using measuring cups at the water table to measure water or tablespoons and teaspoons at the cooking table to add ingredients to the cookie recipe.

3 Shows awareness of time concepts.

RELATED S.C. STANDARDS

- Compare two (events) by using direct comparisons according to the following attribute: time (longer, shorter)
- Tell time to the hour by using analog and digital clocks
- Identify the relationship between the minute hand and the hour hand on an analog clock
- Use a calendar to do the following: read and write numerals 1-31, identify the day and date, identify the days of the week, identify the months of the year, and identify "yesterday," "today," and " tomorrow"

RATIONALE

Initially, five year olds view time as a sequence of events of varied durations (eating breakfast comes before the bus ride to school and takes less time). Through experiences with classroom routines, schedules, clocks, and calendars, they begin to use words representing time ("morning," "afternoon," "evening," "day," "night," "yesterday," "tomorrow," "week," "month"), name the days of the week, and refer to time in more conceptual terms.

EXAMPLES

Talking about the trip taken when "I went to school the day before this one"; commenting that planting the seeds took all of free-choice time; labeling times of the day as morning or night time; asking when clean-up will start, because "the clock says it's 10 o'clock"; telling a friend, "April is when my birthday comes and I will be six years old"; beginning to use appropriate words related to time and sequence in conversation.

E Measurement

2 Uses simple tools and techniques to measure with non-standard and standard units.

RELATED S.C. STANDARDS

- Use non-standard units to measure the length of an object
- Measure the length of an object in whole inches
- Measure the length of an object in whole centimeters
- Read temperatures using Fahrenheit thermometers
- Identify the correct usage of the cent symbol (¢), dollar symbol ($), and the decimal point (.)
- Relate measurements to other aspects of mathematics and to other disciplines

RATIONALE

By exploring measurement with non-standard and standard units, first graders acquire an understanding of the measuring process and the reasons for using consistent measuring units. They can estimate measurements and solve problems using different non-standard units and standard measures. They begin to learn the names, purposes, and methods of using tools such as balance scales, thermometers, and rulers. They begin to understand how measuring helps in many day-to-day activities.

EXAMPLES

Using non-standard units to determine length, weight, and volume (unifix cubes, one-inch cubes, Cuisenaire rods); estimating length, height, or weight using non-standard measures (for example, hands, body lengths, blocks) and then checking predictions; using jelly beans to measure the length of a string; getting a ruler to measure the length of a table after estimating its length in inches; recognizing the uses of such standard measuring tools as rulers, scales, and thermometers, and the language that matches the tools (pounds and ounces for weight, inches and feet for length, degrees for thermometers); using measuring cups and spoons as part of a cooking project and reading the amounts accurately.

3 Shows some understanding of time concepts.

RELATED S.C. STANDARDS

- Complete a time sequence (e.g. 9:00, 10:00,____12:00)
- Tell and record time to the half-hour, using analog and digital clocks
- Use a calendar to do the following: sequence the days of the week and the months of the year and construct and use a calendar to identify dates in standard and numeric forms (January 1, 2001 and 1/1/01)

RATIONALE

First graders are developing an understanding of the sequence of events and the passage of time. They can sequence the days of the week and the months of the year. They can tell time using digital and analog clocks to the nearest hour and half hour.

EXAMPLES

Being able to name the days the class goes to gym; reading and using information on a calendar with some accuracy; recognizing repeating patterns of time (days, weeks, and months); making reasonable estimates of amounts of time (it takes one second to throw a ball, one hour to bake a cake, one month to grow a bean plant); looking at the clock and recognizing that in a few minutes it will be 11:30, which is time for lunch.

Kindergarten Guidelines

F Data collection and probability

1 Collects data and makes records using lists or graphs.

RELATED S.C. STANDARDS

- **Collect data related to familiar experiences**
- **Display information by using object graphs, pictorial graphs, and tables**
- **Interpret information on a graph**

RATIONALE

Collecting data, graphing, and interpreting graphs provide meaningful opportunities to count and make comparisons. Initially, five year olds are more interested in specific instances of data and lists ("Terry lives in a house and I live in an apartment") than in classifying data into categories (10 children live in apartments, 8 live in houses, and 4 live in mobile homes). With teacher guidance, they can pose questions, collect data, and organize their observations using concrete objects, pictures, graphs, and lists.

EXAMPLES

Setting up a chart in the block area to record who chooses to use blocks each day; looking at the graph that shows different ways children get to school and counting to find out that seven children take the bus and six are walkers; listing the foods given to the hamster regularly, then discussing how often the hamster ate each type of food; predicting that seven children will buy lunch tomorrow, after looking at the graph showing which children brought or bought lunch last week; posting a large thermometer outside the classroom window and charting the rise and fall of the temperature each day at the same time; taking polls of children's favorite school activities or the colors of socks they are wearing and charting the results with teacher help.

2 No Kindergarten equivalency.

F Data collection and probability

1 Collects, records, and interprets data using simple tallies, lists, charts, and graphs.

RELATED S.C. STANDARDS

- Pose and answer questions about charts and graphs relating to familiar experiences (e.g. recording daily temperature, the lunch count, class attendance, and favorite flavors of ice cream)
- Use organized data to construct picture, object, and bar graphs
- Interpret information displayed in a picture graph, object graph, and bar graph using the vocabulary more, less, fewer, greater than, and less then

RATIONALE

First graders recognize that data can be organized according to categories and displayed in different ways. Content across the curriculum provides children with meaningful experiences to learn how to organize and represent data. As they conduct simple surveys and create real or concrete graphs, first graders develop the skills of reading, interpreting, and comparing information.

EXAMPLES

Designing a simple class survey, creating categories, and then representing the data graphically (for example, about favorite foods, number of brothers and sisters); tallying collected data (on questions such as, "How many children want apples or bananas for snack?"); creating a concrete graph of "How we get to school" using green unifix cubes for buses, red ones for cars, and yellow ones for walking, or a simple picture graph (pictures of buses, cars, and feet); saying how many children have birthdays in each month after reading a graph to figure out which month has the most birthdays; developing a graph that describes types of houses and using it to answer questions (for example, "Which type of house do the most, the fewest, or equal number of students live in?"); making a chart with different categories to show different types of transportation.

2 Makes predictions based on data.

RELATED S.C. STANDARDS

- Identify an event as likely or unlikely to occur.

RATIONALE

With encouragement, first graders can begin to reflect on information and evaluate the likelihood of events or situations. As they make predictions and listen to those of others, they can discuss whether their predictions are reasonable.

EXAMPLES

Recording the outdoor temperature for several days and then making a prediction about the next day's temperature; charting how many people in the class prefer apples or bananas and then predicting whether the other first grade classes will have the same results.

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The Work Sampling System's Developmental Guidelines are designed to enhance the process of observation and to ensure the reliability and consistency of teachers' observations. The Guidelines incorporate information from a wide array of resources, including local, state, and national standards for curriculum development. These resources are listed at the end of each volume.

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Notes